

Lesson Plan Form

Grade Level: 7th/8th Grade **Subject:** American History Impact of the Women's Movement **Duration:** 2-3 days **Date:** _____ **Teacher:** _____

Arizona Social Studies Standards: <ul style="list-style-type: none"> • SS08-S3C2PO5 • SS08-S3C3PO5 • SS08-S1C8PO4 • SS07-S1C8PO7 • SS08-S3C4PO5 	Big Idea: (Targeted, enduring, and transferable ideas at the heart of the discipline.) <ul style="list-style-type: none"> • Women's struggle for equality continues through the 21st century. 	Essential Question(s): (Questions that spark meaningful connections, provoke inquiry, and encourage transfer.) <ul style="list-style-type: none"> • Are Woman Today Equal to Men? • Does the Constitution Protect Women's Rights Adequately? • Are the stereo types of men and women's role in American society still apparent in the 21st century? 	
Arizona 2010 ELA & Literacy in History/Social Studies Standards: 6-8 RH 1 6-8 RH 2 6-8 RH 3 6-8 RH 6 6-8 RH7 6-8 RH 8 6-8 RH 9 6-8 WHST 2 6-8 WHST 4 6-8 WHST 5 6-8 WHST 9	Cultural Perspectives: (Identify contributions to the culture and history of America from a diverse representation of individuals and/or groups.) <ul style="list-style-type: none"> • Organizations: NOW • Women in Workforce • Legislation: 19th Amendment, Title IX Equal Pay Act, ERA 	Key Vocabulary: Suffrage Amendment	Materials/Resources: Computer L CD Projector Links below to obtain video clips, primary sources and information text, and primary source analysis tool.

Learning Objectives/Goals

(What will students know or be able to do? Use a Cognitive Taxonomy)

Students will be able to describe the impact the women's movement had on groups, the country and individuals

Students will be able to identify and explain the following pieces of legislation; 19th Amendment, Title IX, Equal Pay Act, ERA

Students will be able to describe significance of particular amendments to the Constitution

Students will be able to evaluate primary sources

Students will be able to analyze primary and secondary sources

Students will be able to distinguish among fact, opinion and reasoned judgment in a text.
Students will be able to create a dialogue that will represent multiple perspectives

Anticipatory Set

(Engage student's attention. Connect to prior learning/ experience. Establish relevance. Why is it important for students to learn this?) Teacher will show the video clip from youtube of Lady Gaga song "Bad Romance" set to a video and lyric change to woman suffrage. Link to Lyrics: <http://www.soomopublishing.com/suffrage/#/lyrics>, Link to video: http://www.youtube.com/watch?v=s-eVFocQ7NI&feature=results_main&playnext=1&list=PL41A6D2F5E8648B42

After showing the video, the teacher will lead classroom discussion assessing prior knowledge of the women's movement. Teacher can discuss stereotypes of what man and women and their role in society. The teacher can display the quotations about women by notable figure to help with this discussion. The teacher will then tie this in with the lesson objective.

Lesson Outline

(Planned steps and activities that actively engage students in either inquiry method :

1. Bell work: See Anticipatory Set
2. The teacher will play at least two of the clips below to familiarize students with the movement. Students should take notes
3. The teacher will divide the class into groups of four. Each group will get a file folder of primary source documents. Those documents are as follows: ERA, 19th Amendment, Equal Pay Act, and Title IX as well as documents that discuss the impact. The link for those documents are below and the images and charts are at the end of the lesson
4. In groups, they will analyze the sources by using the analysis worksheet and place them in the proper order chronologically. This is the link to the primary source analysis tool: <http://www.loc.gov/teachers/usingprimarysources/guides.html>
5. The teacher will hold classroom discussion regarding the various documents to check for understanding
6. Through the analysis and discussion of the documents, students first debate within their groups and then ultimately write an expository piece in the form of a dialogue discussing whether or not the women's movement has been effective in providing equality for women .

Differentiated Instruction (Gifted, ELL, SPED)

Assessment(s)

(How will you know that **each student** achieved the objective? These are formative in nature – informal and formal, unless you are concluding a unit and will administer a summative assessment in addition to your formatives.) Teacher will grade their analysis based on the AIMS holistic rubric

Cognitive Closure

(How will you close your lesson? Summarize, tie it together, learning conversations, ticket out of class, relevance to next lesson, etc.) Teacher can address the essential questions mentioned above and hold classroom dialogue. The teacher can also have discussion of potential solutions.

Extended Learning Opportunities

(How will you re-teach students who did not meet the objective? How will you challenge students who have mastered the objective?) Students are placed in groups to assist SPED and ELL students. Also modified versions of the above documents would assist students.

Gifted student can hold a debate instead of writing an expository text

Gifted students can do additional research and propose an Amendment that would provide a solution to the continued gender inequity.

Sources

(What sources, paper or electronic, did you use to support this lesson?)

http://www.youtube.com/watch?v=Nyb2ltiyaiRg&safety_mode=true&persist_safety_mode=1&safe=active –short four minute clip on the history of the women's movement
http://www.youtube.com/watch?v=tQ9HjhVmEG0&safety_mode=true&persist_safety_mode=1&safe=active - short five minute clip on the history of the women's movement
http://www.youtube.com/watch?v=-XDqMiVaXmE&safety_mode=true&persist_safety_mode=1&safe=active - seven minute clip on the history of the women's movement
http://www.youtube.com/watch?v=llrd0NPxuYA&safety_mode=true&persist_safety_mode=1&safe=active –six minute clip on the history of the women's movement

<http://www.now.org/issues/economic/eratest.html>- ERA Amendment

<http://www.jstor.org/discover/10.2307/581751?uid=3739552&uid=2129&uid=2&uid=70&uid=4&uid=3739256&sid=56239068073> Why we need ERA

<http://www.volokh.com/posts/1176163135.shtml>- Discusses what the ERA's impact might have been

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/nineteenth.htm>- 19th Amendment

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/nineteenthkobach.html>- Article on the 19th Amendment and Its impact

<http://www.dol.gov/oasam/regs/statutes/titleix.htm> -Title IX

<http://www.gilderlehrman.org/history-by-era/seventies/essays/impact-title-ix>- Impact of Title IX

<http://www.usatoday.com/news/education/2002-06-24-title-ix.htm>-Impact of Title IX

<http://www.eeoc.gov/laws/statutes/epa.cfm> - Equal Pay Act of 1963

<http://suite101.com/article/the-struggle-for-equal-pay-a70491>- Impact of Equal Pay Act of 1963

<http://historymatters.gmu.edu/d/6196/>- Debate on Impact of Equal Pay Act of 1963

Evaluation/Modifications of Lesson

(Looking back on this lesson, what worked well and what didn't work so well? What changes would you make to improve instruction?)

You will want to evaluate the primary sources and informational text to check for grade level appropriateness and aligned to Common Core State Standards. You also might need to add or eliminate the number of sources based on time constraints.

Notes:

Quotes from Notable Men Regarding Women

The courage of a man is shown in his ability to command. The courage of a woman is found in obeying.
—Aristotle

All women are born that they may acknowledge themselves as inferior to the male.
—Calvin

You would not let an eleven-year-old child stand up in a meeting and talk. Then why should you allow a woman to speak in a meeting?

—A statement made in a Christian conference in the twenty-first century

I don't think a woman should be in any government job whatever. I mean, I really don't. The reason why I do is mainly because they are erratic. And emotional.
---Richard Nixon

Images and Charts to put in the File Folder for Students to Examine





DANGER!

Woman's Suffrage Would Double
the Irresponsible Vote

It is a MENACE to the Home, Men's
Employment and to All Business

Official Referendum Ballot

It now drops to you to vote. Mark with a cross (X) in either
mark in the square after the word "Yes" and "No" each square.
If you desire to vote "Yes" add "No" in either or after
mark in the square after the word "No" and "Yes" each square.

Shall Chapter 227 of the laws of 1912 be amended so as to extend
the right of suffrage to women by amendment?

Yes ☐

No ☒



The above is an exact reproduction
of the square ballot printed on
pink paper which will be handed to
you at your voting place on Novem-
ber 5. Be sure and put your cross
(X) in the square after the word
"No" as shown here, and be sure
and vote the pink ballot.

PROGRESS PUBLISHING CO.
BOSTON, MASS.

WOMEN PAY TAXES!! WOMEN OBEY THE LAWS!

Women and Children suffer from
dirty streets, impure milk, adulter-
ated food, bad sanitary conditions,
smoke laden air, underpaid labor.

WOMEN CLEAN THE HOMES:

LET THEM HELP CLEAN THE CITY

VOTE 300 X 'YES' AMENDMENT NO. 1, NOV. 5, 1912

It will give the women A SQUARE DEAL.
It will give your girl the same chance
as your boy.

VOTES FOR WOMEN

COLLEGE EQUAL SUFFRAGE LEAGUE, 406 SELLING BLDG.

SUFFRAGETTE SERIES NO. 7.



WHAT WILL MEN
WEAR
WHEN WOMEN WEAR



SUFFRAGETTES
WHO HAVE NEVER
BEEN KISSED.



Vote **NO** on Woman Suffrage

BECAUSE 90% of the women either do not want it, or *do not care*.

BECAUSE it means *competition* of women with men instead of *co-operation*.

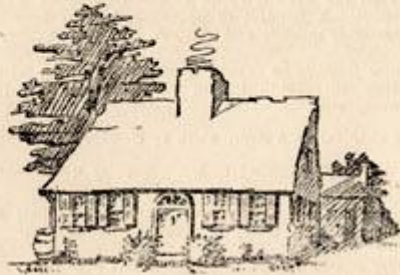
BECAUSE 80% of the women eligible to vote are married and can only double or annul their husbands' votes.

BECAUSE it can be of no benefit commensurate with the additional expense involved.

BECAUSE in some States more voting women than voting men will place the Government under petticoat rule.

BECAUSE it is unwise to risk the good we already have for the evil which may occur.

^{dupl} Household Hints



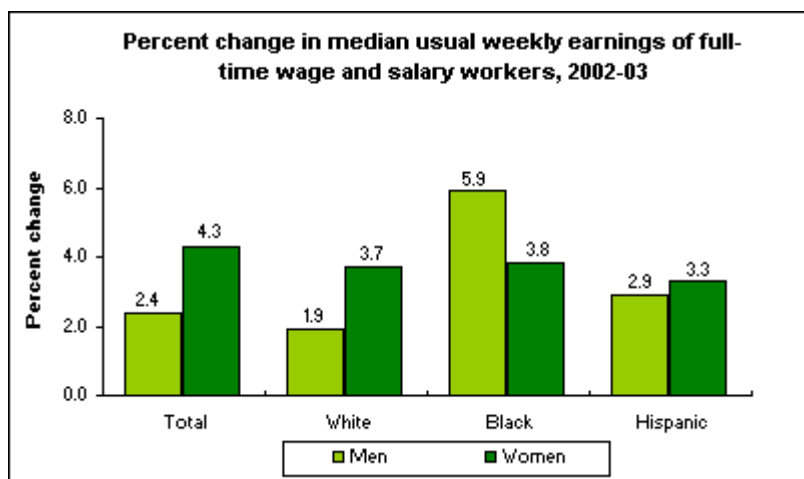
National Association OPPOSED to Woman Suffrage

Headquarters
268 Madison Avenue
New York, N. Y.

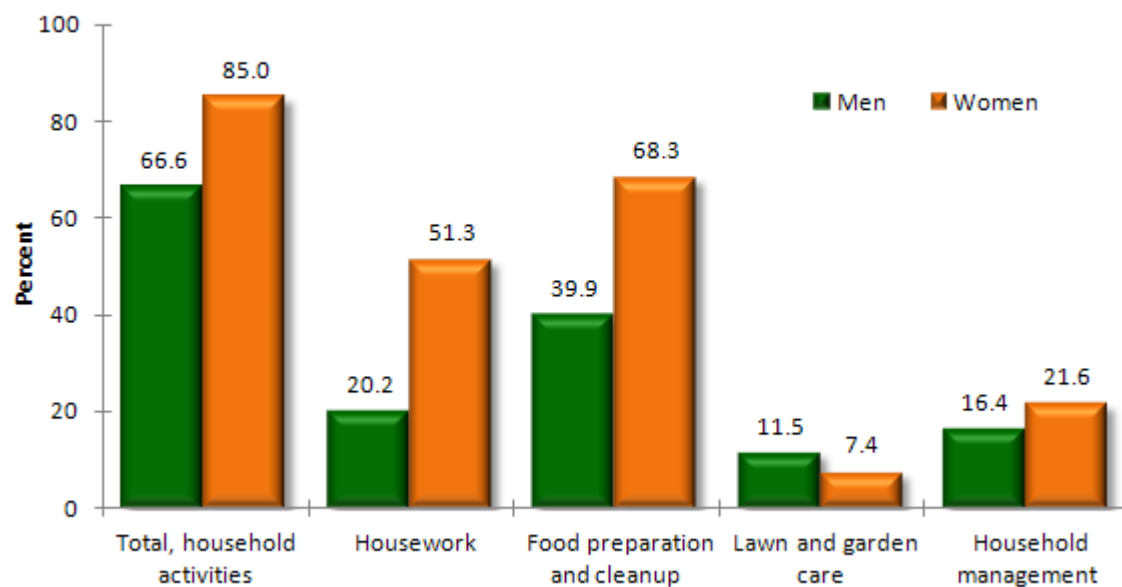
Branch
725 Fourteenth Street, N. W.
Washington, D. C.

Votes of Women can accomplish no more
than votes of Men. Why waste time,
energy and money, without result?





Percent of men and women engaged in household activities on an average day, 2009



Source: U.S. Bureau of Labor Statistics